

Teacher Educator Viewing frame for a Teaching Session

This practical teaching resource has been designed for teacher educators and student teachers and has three potential applications:

1. As a planning resource, you can consider your own practice and plan your use of modelling for a class
2. As a peer observation resource, you and other teacher educators can use it to focus in on specific aspects of your practice
3. As a resource to develop the noticing skills of your student teachers, you can invite your student teachers to notice your practice and record this using the Viewing Frame.

To consider your own practice

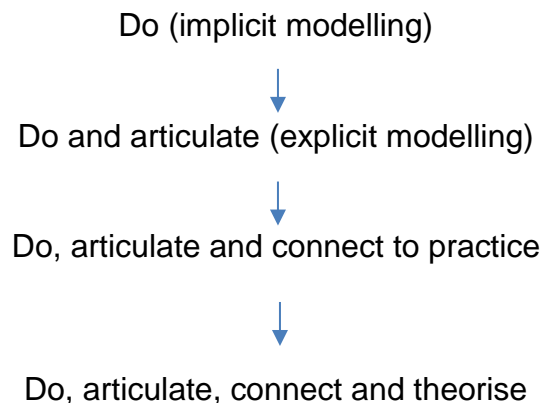
- After you have prepared a teaching session, use the Teacher Educator Viewing Frame to consider what you will be saying and doing and how you will be relating to your student teachers during each part of your teaching (column 1).
- Make your rationale for the choices you have made in column 2. Consider which aspects of the session you will model explicitly, and how you will enable your student teachers to become aware of your rationale.
- Consider how you will support your student teachers to see where these ideas can be applied into their practice (column 3).
- Link your practice to relevant theories and literature (column 4) and consider how you will support your student teachers to link theory and practice in this session.



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Produced and developed by David Powell 30 Oct 2014 from a suggestion by Teacher Education B.
Revised 9 Oct 2017

This will help you to be clear in your mind before you teach enabling you to move through the following four steps



See Lunenberg et al. 2007.

For peer observation

- When you observe other teacher educators or they observe you teaching, use the Teacher Educator Viewing Frame to consider what the teacher educator is saying and doing and how they are relating to their student teachers during the session (column 1).
- Before the session, the observee completes the activity column with the different parts of the session they are going to teach.
- After the session discuss their rationale for the decisions they have made, and to consider alternative options (column 2), and what theories have informed these choices (column 4).
- Use column 3 as the observer, to take away learning to be applied to own practice.

For using with student teachers

- Complete the activity column with the different parts of the session you are going to teach
- Give a copy of the Teacher Educator Viewing Frame to each of your student teachers at the beginning of a session.
- Ask them to fill in column 1 during the session.
- At the end of the session discuss the different things that the student teachers noticed that you were modelling implicitly.
- Once your student teachers are good at noticing, then they can start consider the application of your modelling to their own teaching (Column 3) – connecting to practice.
- Next they can look at Column 4 and with your support understand the theory behind the practice.



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- Finally, they can come to Column 2 and you can make explicit how you are 'thinking as a teacher', to help them to be able to articulate the rationale behind their practice too.

N.B. Only get your student teachers to focus on one column at a time in any session.



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Example of a viewing frame for a session

Activity	Column 1: What are David's <i>sayings</i> *, <i>doings</i> ** <i>and relatings</i> ***?	Column 2: What teaching decisions has David made? What other options might have been available?	Column 3: How suitable is the teaching strategy David is using for my own teaching?	Column 4: What theories of learning might explain David's practice?
Before the class	Starter activity			Value-expectancy theory of motivation Gagne's 1 st level of learning: gaining attention Classroom management Modelling
Sharing aims, outcomes and overview	Sharing the aims, outcomes and overview of the session			Introducing a lesson Behaviourism Constructivism Value-expectancy theory of motivation
Review of starter activity				
Lecture on "learning to look"				
Activity on "learning to look"				
Lecture on "learning to teach" and modelling				
Recap and end of the session				



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*Sayings are what David says and the ideas he uses in the class and might include: use of the language of teacher education and learning to teach and explaining his thinking and teaching. Kemmis et al. (2014) suggest that what we say mirrors the ideas of the cognitive domain

**Doings are what David does and might include: writing on a wipe board, using the computer. Kemmis et al. (ibid) suggest that what we do reflects the actions of the psychomotor domain.

***Relatings are concerned with student-teacher relationships and might include: how David speaks to a student teacher, where he stands in relation to his student teachers, how he listens to contributions from individual student teachers and then responds. Kemmis et al. (ibid) suggest that how we relate to others reflects the behaviours of the affective domain

Notes:

When using the Viewing Frame, I also share my lesson plan with my trainees to help them see into my pedagogical planning and decision making before and during the class.

I have revised this Viewing Frame as a result of a conversation with some student teachers at East Riding College, Beverley, on Monday, 2nd October 2017. The changes are in Column 1 and italicised to make them visible.

Only get your student teachers to focus on one column at a time in any class. Start off with Column 1, once your student teachers are good at noticing then they can start consider the application of your modelling to their own teaching (Column 3). Next they can look at Column 4 and finally come to Column 2.

References

Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P., and Bristol, L., (2014) *Changing practices, changing education*. London: Springer



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